



CA-QRIS

California's Quality Rating and Improvement System



Quality Rating and Improvement System Consortium Meeting

Building Understanding and Connections
to Sustain QRIS

March 17, 2016

***Coming together is a beginning;
keeping together is progress;
working together is success.***

- Henry Ford

CA-QRIS Consortium Agenda

9:00 – 9:50 a.m.	Welcome and Introduction
9:50 – 10:45 a.m.	A National Perspective for QRIS
10:45 – 11:00 a.m.	Break
11:00 – 12:00 p.m.	Governance Structure
12:00 – 1:00 p.m.	Networking Lunch
1:00 – 1:45 p.m.	Local Governance Structure Options
1:45 – 2:15 p.m.	QRIS and Child Outcomes – Research and Evaluation
2:15 – 2:30 p.m.	Break
2:30 – 3:15 p.m.	Preparing for the Future: CA-QRIS Consortium Next Steps
3:15 – 3:45 p.m.	Wrap-up Activity and Plan June Meeting
3:45 – 4:00 p.m.	Closing and Adjourn

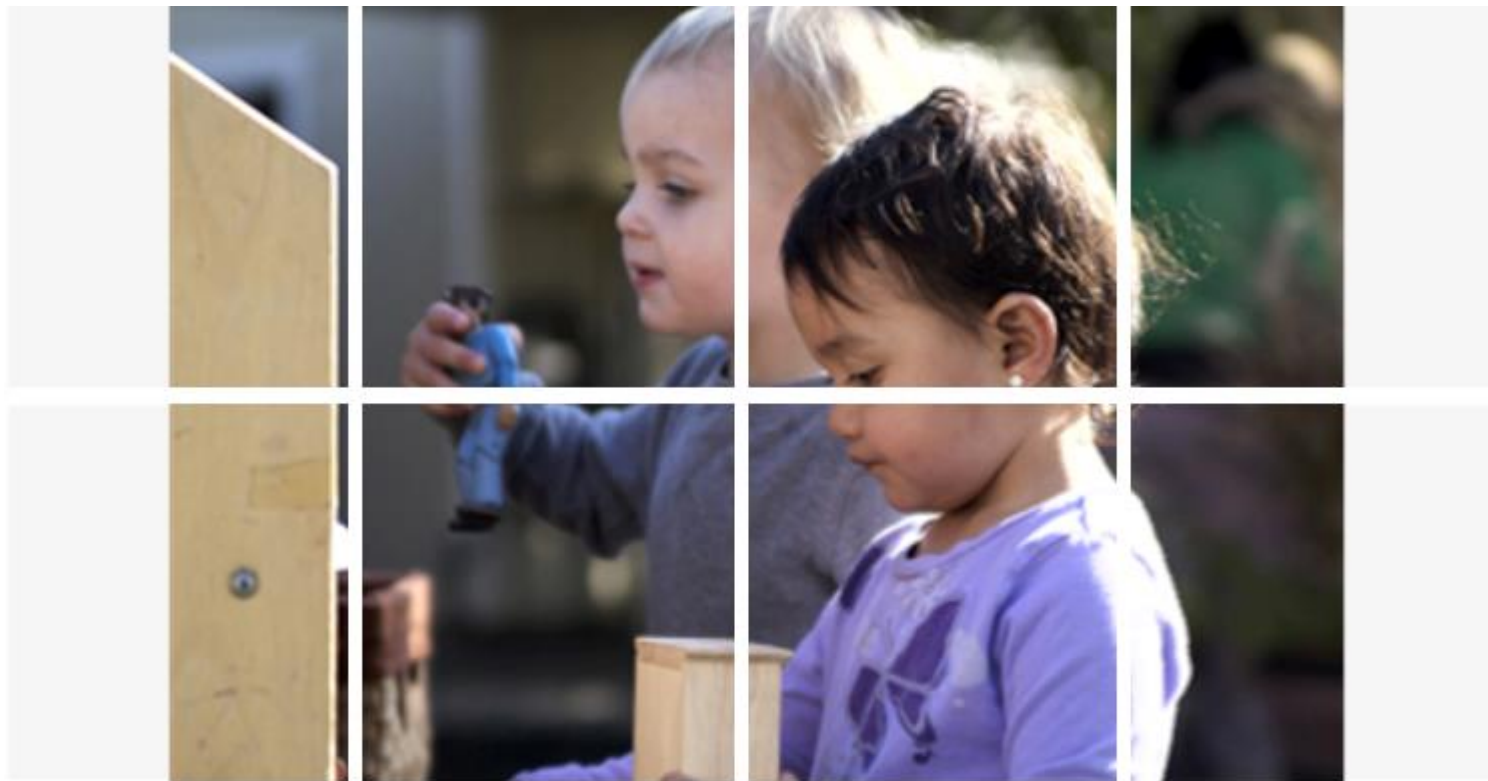
A National Perspective for QRIS

Video message from ED and HHS

Libby Doggett, Deputy Assistant Secretary, Office of Early Learning, Office of Elementary and Secondary Education, U.S. Department of Education (ED)

AND

Linda K. Smith, Deputy Assistant Secretary for Early Childhood Development, Administration for Children and Families, U.S. Department of Health and Human Services (HHS)



QRIS-Driven Systems Development for California

Gerrit Westervelt, Ph.D.
QRIS Consortium Meeting
March 17, 2016



What is a QRIS?

A framework to improve the quality of early learning programs:

- Quality *standards*
- A process for supporting *quality improvement*
- Provision of *incentives*
- A process for *monitoring* standards
- Dissemination of *information* to parents and the public about program quality



Why Invest in High Quality?

- Research shows that high-quality ECE programs benefit children cognitively, socially, and emotionally
- High quality ECE prepares children for school success and prevents or reduces future public spending on costly interventions (special education, social welfare and criminal justice systems (Karoly & Bigelow, 2005).
- Estimates suggest upwards of an \$8 return on investment for every dollar spent in ECE (Heckman, 2012).

Theory of Change for a Mixed Delivery System

To increase **supply**:

- Rate and monitor the quality of ECE programs (e.g., quality rating)
- Provide ECE program improvement interventions (e.g., coaching, scholarships, training)
- Provide incentives for programs and teachers to improve (e.g., bonuses and tiered reimbursement based on quality)

To increase **demand**:

- Provide information about quality to families
- Provide incentives to families to select higher-quality ECE programs (e.g., tuition credits, subsidy discounts)
- ECE funders (e.g., government) directs greater funding to higher-rated programs

Ratings and Incentives Work

Demand-Side Interventions:

- Families choose higher-quality care that improves children's immediate and longer term academic success
- The number of high-quality programs in a community increases (Brown, Palaich, et al., 2012)

Research Supports QRIS-Driven Quality

Supply-Side QRIS Interventions:

- **Quality Ratings:** Quality measures predict better school readiness outcomes.
- It is critical to incentivize programs to reach particular levels of quality to impact school readiness skills (Le, Schaack, & Setodji, 2015)
- **Quality Improvement:** QI efforts such as coaching can elevate quality in ways that impact child outcomes
- Communities should use evidence-based models that provide teachers with ongoing support (Boller, Blair, De Grosso, & Paulsell, 2010)

Example: Denver Preschool Program

A QRIS-Driven
Systems-Building
Model

- Governance and Financing Structure
- Evidence-Based Rating
- Quality Improvement Investments (classroom improvements, highly-trained coaches)
- Family Incentives (Tuition credits based on income and quality of program selected)
- Consumer Education
- Data System

Results: Quality across the city improved, children's social, cognitive and behavioral outcomes improved, and improvements have sustained through 3rd grade (Green et al., 2014)

IMPACT calls for...

- **“...broad-based stakeholder participation and effective governance structures.”**
- **Governance “comprises the traditions, institutions and processes that determine how power is exercised, how constituents are given voice, and how decisions are made on issues of mutual concern.”**
- **A major goal of governance is to promote efficiency, excellence, and equity**

(Kagan and Kauerz, 2009)

Governance Lessons Learned: MI, VT, NC

- Continuous improvement and adaptation are essential for local entities
- You must manage tensions between state and local control
- Most successful state/local initiatives take a public/private partnership approach to the work

Effective Local Governance

- Representative
- Legitimate
- Visible
- Sustainable
- Efficient
- Accountable

Legitimacy

Legitimacy is earned through vision, leadership and action, not created by statute or rule.

Successful QRIS Systems

- Implementation approach that enables local innovation
- Adequate support for a quality infrastructure
- Meet needs of diverse populations
- Bring it all together into a coherent system – which will take TIME

Questions?
Contact:

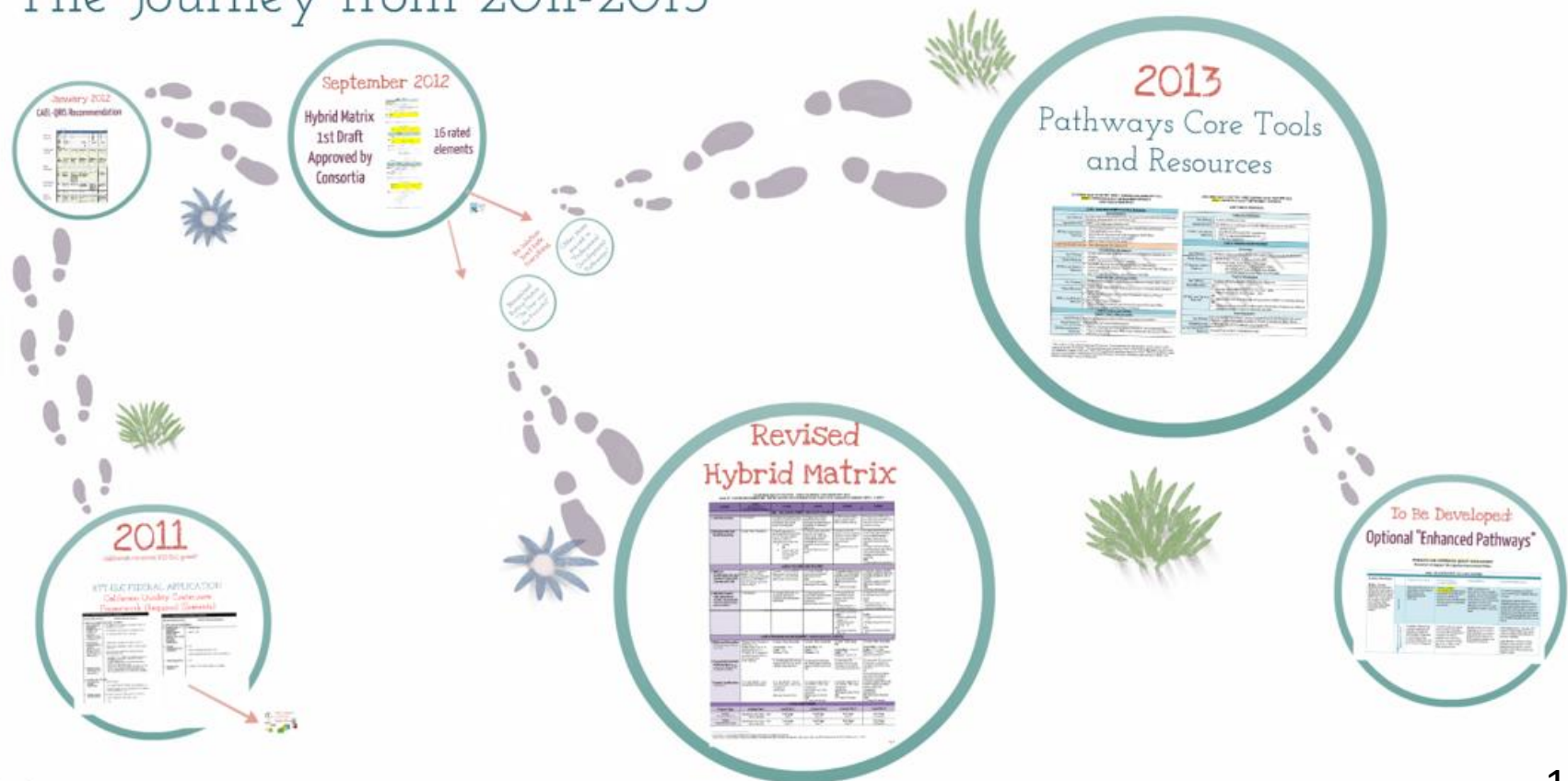
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History & Governance

Path to the CA QRIS Hybrid Matrix and Pathways The Journey from 2011-2015



CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)
QUALITY CONTINUUM FRAMEWORK –RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/ observation tool aligned with <i>CA Foundations & Frameworks</i> ¹ twice a year	<input type="checkbox"/> DRDP (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	<input type="checkbox"/> Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ-SE , if indicated, at entry, then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)	<input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	<input type="checkbox"/> Center: 24 units of ECE/CD ² OR Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD OR Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hours professional development (PD) annually	<input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K ▪ Emotional Support -5 ▪ Instructional Support -3	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K ▪ Emotional Support - 5.5 ▪ Instructional Support - 3.5 ▪ Classroom Organization - 5.5

¹ Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

² For all ECE/CD units, the core 8 are desired but not required.

Note: Point values are not indicative of Tiers 1-5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
				<ul style="list-style-type: none"> Classroom Organization – 5 Toddler <ul style="list-style-type: none"> Emotional & Behavioral Support – 5 Engaged Support for Learning – 3.5 Infant <ul style="list-style-type: none"> Responsive Caregiving (RC) – 5.0 	Toddler <ul style="list-style-type: none"> Emotional & Behavioral Support – 5.5 Engaged Support for Learning – 4 Infant <ul style="list-style-type: none"> Responsive Caregiving (RC) – 5.5
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations <i>(excluded from point values in ratio and group size)</i>	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
7. Director Qualifications (Centers Only)	<input type="checkbox"/> 12 units ECE/CD + 3 units management/ administration	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration OR Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, OR Administrative Credential AND <input type="checkbox"/> 21 hours PD annually
TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2³	Common-Tier 3	Common-Tier 4	Local-Tier 5⁴
Centers 7 Elements for 35 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
FCCHs 5 Elements for 25 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above

³ Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

⁴ Local-Tier 5: Local decision if there are additional elements included

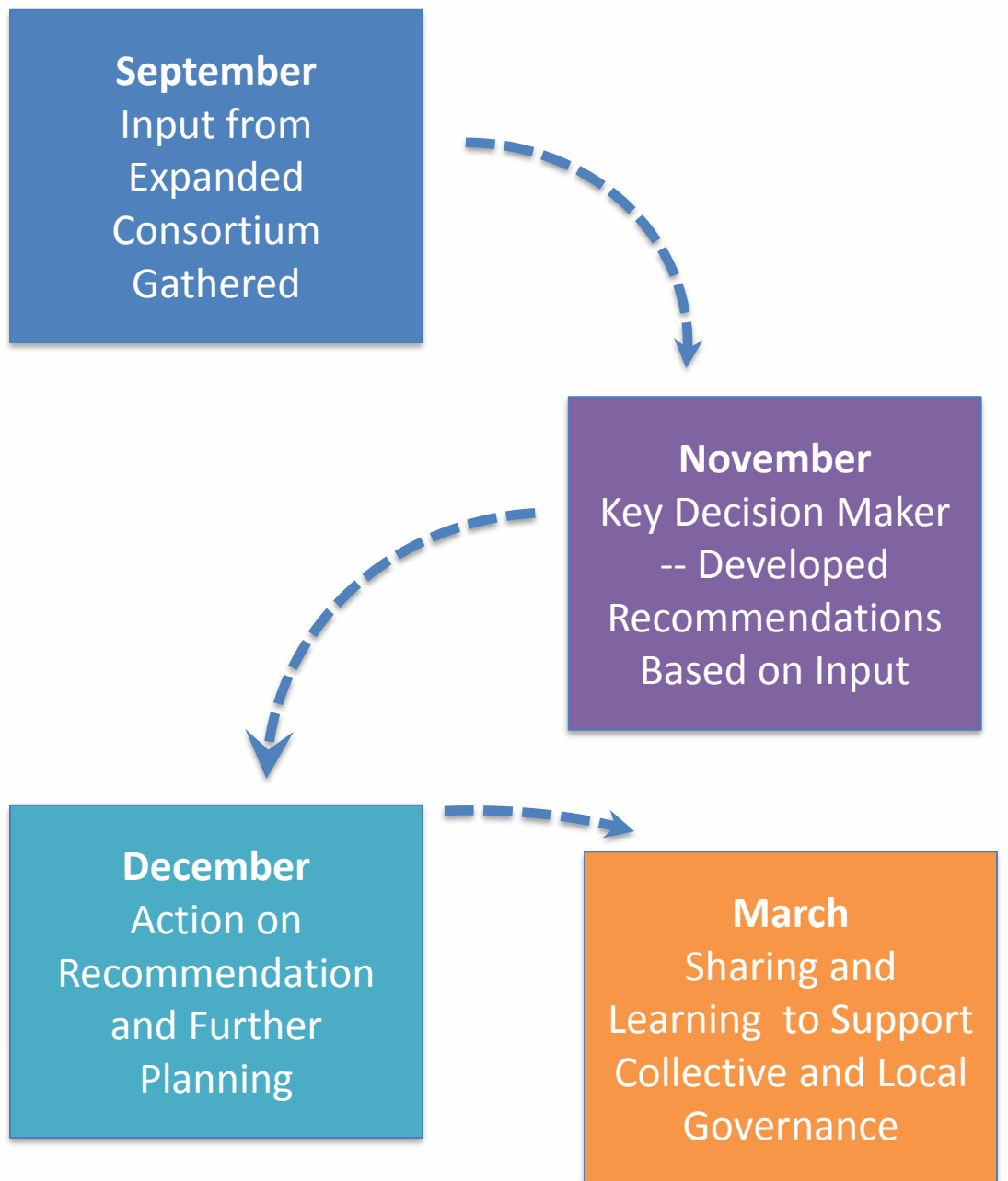
Setting a Foundation for CA-QRIS

How will the CA-QRIS Consortium...

Share information?

Identify and make decisions related to the management of QRIS?

Support each other to promote and use QRIS?



Action Taken to Establish Starting Point for QRIS Consortium Governance

	Decision
Purpose	<ul style="list-style-type: none"> • Policy – <i>Maintain and sustain CA-QRIS Framework (Rating Matrix and CQI Pathways)</i> • Implementation – <i>Support communication and sharing to promote and sustain QRIS</i> • Advocacy – <i>Promote system alignment</i>
Membership	CDE and First 5 CA plus planning body comprised of broad regional representatives with advisory body*
Decision Making Process	<p>Regions aligned to First 5 IMPACT Regional Coordination and T&TA Hubs</p> <p>Voting – Each region determines representatives with three votes per region (total of 30 total votes)</p>
Review Process	Annual review of policies and system – findings and recommendations brought before full membership
Leadership and Planning	CDE and First 5 CA provide leadership and support to guide agenda setting and planning with steering committee**

* Advisory body membership to be determined

** Process to determine steering committee to be determined

**First 5 IMPACT
Regional Coordination
and T&TA Hubs used
as a starting point to
define regions for the
purposes of local
governance.**



Networking Lunch

**Please pick up
your selected
boxed lunch
(regular or veggie)
in the lobby**



California Comprehensive Center

Dimensions for Local Governance

- **Membership – Who is part of the local region?**
 - Inclusion – What measures are in place to support membership diversity?
- **Selection – How are local representatives chosen?**
- **Term – What is the length of the local/regional representatives terms?**
- **Rules and Procedures – How does the local/regional group interact and work?**
 - Convening – Who calls a meeting? How is the agenda established?
 - Parameters for CA-QRIS Consortium Voting – What are the parameters for representatives when representing the region to the CA-QRIS Consortium?

CA-QRIS Consortium

Notification of Regional Representatives

A regional responsibility---

- Collaborate with regional partners to select your three representatives
- Complete the Notification of Regional Representatives form, only one per region
- E-mail your region's form to CA-QRIS@cde.ca.gov by May 15



QRIS Research: Making Evidence-Based Design Decisions

Gerrit Westervelt, Ph.D.
March 17, 2016

QRIS Research: What we know and what we still need to know

- Race to the Top-Early Learning Challenge grants have spurred a new generation of QRIS validation studies
- Validation should be considered an ongoing and iterative process that provide states with information about whether QRIS design decisions (e.g., program quality standards and measurement strategies and quality improvement activities) are producing meaningful and accurate ratings and improvement

Types of QRIS Research

- Designing it theoretically: crosswalks with other measures
- How do the individual measures work?
- How well do the measures work together?
- Relationship between quality levels and child outcomes

Content Validity: Examination of underlying concepts and constructs

- **Indiana** Review of quality indicators, classifying them as having “some,” “moderate,” or “substantial” evidence. They found “substantial” evidence for 75% of the indicators
- **Kentucky** conducted crosswalk comparison of early learning & professional development standards with QRIS standards; confirmed some standards and identified possible gaps.
- **Georgia** used stakeholder group interviews as well as expert review to identify key indicators of quality to determine if they were aligned with QRIS indicators

Examination of psychometric properties: Ratios and Group Sizes

How do quality measures function? Do they reliably measure quality?

- Teachers move classrooms throughout the day – and so do kids
- Great deal of variation in the group sizes and ratios, even within the same age group, across classrooms.
- As a result, the most accurate measure of ratios occurs when they are objectively observed and documented over multiple time periods throughout a day

Examination of psychometric properties: Environment Rating Scales

Administering the ERS:

- Length of observation impacts scores: longer observation, lower scores
- Time of the year when observation occurs doesn't appear to affect scores
- **BE CONSISTENT!**

Examination of psychometric properties: Environment Rating Scales

Number of classrooms to sample:

- Sampling classrooms assumes quality is largely similar across classrooms
- BUT there can be large differences in quality among classrooms in a center; even among classrooms serving the same age group

Where we still have a lot to learn

- Need better conceptualization, field agreement, and measurement approaches for Family Partnerships (watch for research from Bromer)
- In process research on measurement approaches for assessment and curriculum use (watch for research from Tout) and staff training and education (watch for research from Schaack and Le)

So what!

- It's important to pay attention to how quality is measured (length of observations, relying on self-report verses direct observation, how many classes to sample, etc.) and be consistent across QRISs and programs
- Being inconsistent or making particular choices can affect your ability to find relationships with child outcomes!

Relationships among quality measures & concurrent validity

Method 1: Understand if there is redundancy in measurement, or if each quality indicator is contributing uniquely to “overall” quality

- **Colorado:** Found that each quality indicator within the QRIS was related to one another in expected ways, but not so much so that one or more quality indicators were measuring the same thing

Method 2: Establishing whether quality measures in QRIS are related to other already validated measures of quality (e.g., the Caregiver Interaction Scale, the Emergent Academics Snapshot)

- **Colorado:** Did not find relationships among quality measures within QRIS and other validated measures of quality

How well do the rating elements work together?

Understanding the degree to which QRISs are constructed in ways that produce levels of quality that are distinct in meaningful ways.

- **Indiana:** Differences in mean ECERS-R scores across QRIS levels were noted. Level 4 programs had higher scores than Levels 1 and 2.
- **Maine:** No significant differences between mean ECERS-R scores across QRIS levels were noted.
- **Minnesota:** Differences in mean ECERS-R scores across QRIS levels were found. Level 2 programs had lower scores than Levels 3 and 4.
- **Virginia:** Differences in mean ECERS-R scores were found across Levels 2, 3, and 4.
- Mean ECERS-R scores fell below the “good” level of quality in all four states.
- Take-away: May need to recalibrate quality levels in some states

Links to child outcomes

- **Indiana:** No consistent, strong associations between QRIS quality level and young children's development and learning were found. There were some relations between measures of observed quality and child development.
- **Minnesota:** No systematic evidence of strong relations between quality ratings, measures of program quality and children's developmental progress was found.
- **Virginia:** Some evidence was found for an association between QRIS rating and growth in pre-literacy skills in prekindergarten (specifically for CLASS).
- **Colorado:** No consistent relationships between child outcomes and star ratings or individual measures of quality

Emerging research: What level of quality is needed

- Examine thresholds in quality needed to observe better outcomes- there may be a point that needs to be met before we see better outcomes.
- Relationships between improved child outcomes were not observed until a 3.40 on the ECERS-R and ITES-R.
- No relationships to better outcomes after 4.60 suggest that the ERS have limited utility after getting programs to a certain point in quality (4.60).
- May be important to then move to a more interactionally and instructionally focused tool

Emerging Research: What levels of quality are needed

- When teachers take 1-9 ECE credits, we see an increase in ECERS-R scores, but after 9 credits, no relationships to ECERS-R scores
- When teachers take more than 15 ECE credits we observe increases in child outcomes

So what!

- It is important to look at relationships between individual quality indicator scores and child outcomes (not the star rating exclusively)
- It may be important to assume that there may be a baseline level of quality that may need to be reached before better outcomes are observed
- The ERS may be a limited measure and only helpful for low and mediocre programs.

Need More Research

- What types of quality improvement approaches work for whom and under what conditions?
- What types of incentives-family, program, practitioner – actually improve quality?
- What qualifications and support systems are needed to provide effective TA and coaching?
- When quality improves, do we see child outcomes also improving? (the holy grail of evidence!)

RTT-ELC Evaluation

Federal Grant Requirement: Independent Evaluation of the Rating System

1. Do QRIS tiers accurately reflect different levels of program quality?
2. Do these different levels of program quality correspond with differences in children's learning, development, and school readiness?

RTT-ELC Evaluation

Concerns:

1. Study timeline did not account for implementation timeline
 - Representativeness of sample
 - California's local approach
2. Quality improvement takes time

RTT-ELC Evaluation

Resources and information on QRIS implementation, validation, evaluation, and system building:

- <http://griscompendium.org/>
- <http://www.grisnetwork.org/>
- <http://www.buildinitiative.org/>
- <http://ceelo.org/>

CA-QRIS Consortium Meeting

California Race to the Top-Early Learning Challenge (RTT-ELC) – Evaluation Logic Model & Research Questions

PROJECT OBJECTIVE & GOAL

- Increase the number of programs that have the features shown to improve child development outcomes, including readiness for school and success in life.
- Ensure that children in California have access to high-quality programs so that they thrive in their early learning settings and succeed in kindergarten and beyond.

Focus Area I: VALIDITY & RELIABILITY EVALUATION

Objective: Validate the efficacy of the RTT-ELC structure and components

Focus Area II: OUTCOMES & EFFECTIVENESS EVALUATION

Objective: Assess the outcomes and effectiveness of RTT-ELC

INPUTS

- State laws, regulations & standards
- CDE Foundations/ PEL Guide/ECE Competencies, Curriculum Frameworks
- DRDP-2010 & SR
- CARES+/CSP
- Established TA partners
- Local QRIS & QIS Resources

ACTIVITIES

- Recruit programs
- Provide orientation
- Assess programs & gather validation evidence for 3 Common Tiers
- Revise standards & indicators as needed

OUTPUTS

- Valid and reliable measure that reflects quality
- Revised QRIS Hybrid System and 3 Common Tiers

ACTIVITIES

- Recruit programs
- Provide orientation
- Assess programs
- Assign ratings
- Provide TA & implement QI Plan & Activities
- Coaching & Prof Development
- Provide incentives
- Hold parent focus groups
- Utilize CDD Quality Projects T&TA
- Publicize ratings

OUTPUTS

- Number & type of programs rated
- Number of families receiving info about QRIS ratings
- Number of programs receiving particular incentives
- Number of programs receiving TA
- High quality programs receive higher ratings
- Cost of rating, incentives, and supports
- Number of children with high need receiving high quality care

SHORT-TERM OUTCOMES:

- Programs participate in QRIS*
- Increased community awareness of quality standards
- Providers participate in QI
- Retention of programs participating in QRIS*

MEDIUM-TERM OUTCOMES:

- More programs participate in QRIS* (density)
- More providers participate in QRIS* (density)
- More programs are rated as higher quality
- More children with high need are served in high quality programs/ or in QRIS*
- Parents are aware of QRIS*
- Programs receiving QI improve quality
- Families and programs report effective communication & engagement

LONG-TERM OUTCOMES:

- Quality of ECE improves across Consortia
- Children who attend higher rated programs are better prepared for school success than children who attend lower rated programs
- Increase in local community awareness of quality standards
- Parents use ratings to make decisions

* Please note that references to QRIS in this logic model refer to California's RTT-ELC local QRIS with 3 Common Tiers

RTT-ELC Evaluation

Research Questions:

- How effective are the QRIS tier structure and components at defining and measuring quality?
- Which quality improvement strategies improve program quality, professionalization and effectiveness of the early learning workforce, and impact child outcomes?
- What incentives or compensation strategies are most effective in encouraging QRIS participation?

RTT-ELC Evaluation

Research Questions:

- What is the cost/benefit for various quality improvement strategies relative to child outcomes and measurable site improvement in ratings?
- How effective are consortia in increasing public awareness of the characteristics of early learning program quality that promote better outcomes for children?

RTT-ELC Evaluation

Validity and Reliability Study (2015)

- Content & Concurrent Validity: how successfully the QRIS measures early learning program quality
- Reliability & Sensitivity: how QRIS ratings function as a measurement tool, and how alternative rating approaches affect ratings

RTT-ELC Evaluation

Study Analysis: Study Limitations:

Only included fully rated sites with finalized scores on all applicable elements.

- First enrolled sites lacked variability in program design and quality
- Provisional ratings in many sampled counties
- Challenges in obtaining valid and reliable assessors for ERS/CLASS

RTT-ELC Evaluation

Key Findings

- Rating represents multiple dimensions of program quality and elements are not duplicative
- Some evidence that QRIS ratings differentiate quality, but differences are small
- Ratings function differently for centers and homes
- QRIS ratings are related to CLASS scores
- Calculating ratings by taking an average of element scores may improve validity

RTT-ELC Evaluation

Outcomes and Effectiveness Study (2016)

- Child Outcomes: how QRIS ratings predict child learning and development outcomes
- Quality Improvement: link between quality improvement strategies and changes in program or workforce quality
- System Implementation: descriptive study of RTT-ELC implementation

RTT-ELC Evaluation

Overall Highlights:

- There is some evidence that lead teacher qualifications make a difference in child outcomes
- Parents are interested in learning the ratings and want detailed rating information
- RTT-ELC effort has enhanced alignment, collaboration, and common language
- Consider future validation

What's Next?



- Next Meeting of the CA-QRIS Consortium is June 29, 2016
- By May 15 each region needs to select voting representatives